

The Elementary ENGLISH REVIEW

C. C. CERTAIN

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ENGLISH REVIEW

C. C. CERTAIN, EDITOR

4070 Vicksburg Avenue, Detroit, Michigan

THE REVIEW is published as a clearing house for teachers of English in the elementary schools of the United States and for others interested in their problems. Its establishment is a cooperative undertaking.

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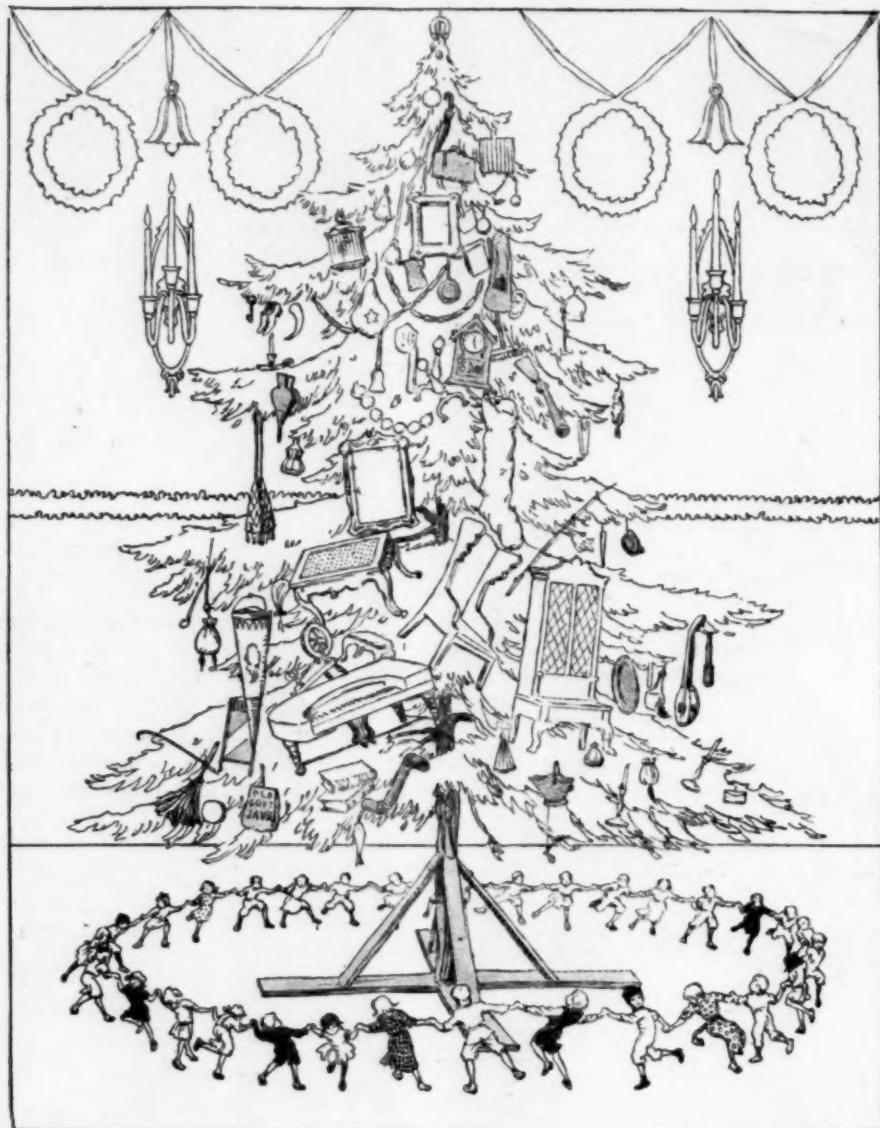
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*It made a mighty pretty sight too to watch
that new hand ride on that fancy outfit.*

From Cow Country

by Will James

Courtesy of Chas. Scribner's Sons

THE ELEMENTARY ENGLISH REVIEW

VOLUME IV

JANUARY 1928

No. 1

WILL JAMES, AUTHOR OF THE COWBOY

PHILIP ASHTON ROLLINS

New York City

WILL JAMES as a depitor of cowboys and their life is of the first importance.

He possesses high artistry; and, unlike all save a very few of such wielders of pen or brush as have attempted to portray the punchers he knows his subject and he tells the truth.

His artistry speaks for itself, whether in his words or his drawings: words that are of his own selecting, for he is edited almost none at all; drawings in which methods as direct as those ordinarily used by other folk for caricature have thoughtfully been adapted to accenting the salient features of ranchland and its inhabitants.

As for his knowledge—He, the son of a Texan cowman, was born thirty-five years ago in a covered wagon upon the Montana cattle range. In his second year, his mother died; in his fifth year, his father. Entrusted, at his father's death, to the care of an aged Canadian trapper, he was carried on this trapper's backpack to the far stretches of northwestern Canada. There in that lonely section he lived for nine years with his trapping Canadian foster father. At the end of the nine years, a familiar cap beside a hole in the ice sent youthful James upon a two weeks' fruitless search for his foster father's body. The two weeks passed, and thereat thirteen-year-old Will James, alone and on horseback, struck out for Montana where he presently obtained a position as "night wrangler" of a "bunch" of horses.

In due course, he became a full-fledged cowhand; so competent a cowhand that he

continuously remained on the list of active cowboys until, some seven years since, a particularly "twisty" bronco permanently "unravelled" a part of James's anatomy and thereby ended his saddle career.

And thus, from the age of thirteen years to the age of twenty-eight, Will James was steadily working as a cowpuncher, a real cowpuncher on real ranches that dealt with live stock and not "dudes." The only interruptions in this routine consisted of his war service and his more or less frequent perching upon bucking horses at various of the rough-riding competitions in the West. As a "forker" of demoniac steeds, he was "top," which is to say, was rated as indubitably first-class.

Accordingly, Will James is no mere trained author and draughtsman who has discovered cowboy-land and its thetic value, no mere trained author and draughtsman who, by a summer at a "dude ranch," a flying trip into the West, or more or less studious reading, has found a theme and some of its drapery. Will James was, and at heart still is, a cowhand; steeped with the technical knowledge, the sentiment, the generosity and the gentleness that ever have marked the vocation of the cowpunchers.

Nevertheless, he is a trained author and draughtsman; a highly trained one, and incidentally wholly self-taught.

From his earliest childhood, his toys were draughting paper and pencils. During his foster father's repeated absences on the quest along trap lines, young James, left alone in the cabin for days at a time, drew and drew

and drew. The flat surfaces of freshly split logs, bits of paper, of cloth, hide and bark, anything that could receive an imprint; all these were made targets for the point of charcoal from the fire. Later upon the cattle range similar treatment was accorded to emptied flour sacks, to the "tarpoleons" of beds and to the canvas sheets of chuck wagons.

Merciless to himself in his criticisms of his products, he systematically corrected his errors, and thus he eventually became what he now is, the most accurate draughtsman of cowboy life that America has yet seen.

As for his writing, he merely puts his thoughts into words; and The Lord happened to give him a very able and thoroughly honest brain. His written words form as truthful portraiture as do his drawings; for, apart from any native honesty, he is intensely proud of the cowboys' calling and, in describing it, scorns the slightest tendency toward prevarication.

Were ranchmen and cowboys to select a roll of honor for inscribing the names of writers and illustrators most acceptable to them, the names they would choose would doubtless be Andy Adams, Will James, Joseph G. McCoy, Frederic Remington, Charley Russell, Charley Siringo, and the several contributors to that unliterary but vastly interesting publication entitled "Trail Drivers of Texas."

Numerous articles by Will James have appeared in Scribner's Magazine, The Saturday Evening Post and various other publications; and, in bygone years, he illustrated many writings by authors other than himself. He thus far has produced four books: "Cowboys North and South," "The Drifting Cowboy," "Smoky," and "Cow Country" (this last volume, but recently off the press)—all published by Charles Scribner's Sons.

The first two and the last of the four books are assemblages of episodal chapters. The third book, "Smoky," is a continuous narrative. Inasmuch as critics far more competent than is the writer of this present screed have already accoladed "Smoky" with the John Newbery Medal for being the most distin-

guished contribution to children's literature published in 1926, there would seem to be scant excuse for additional praising of the volume. And yet the historian should be permitted to add a word. It is to the effect that "Smoky," like all the rest of James's output, is an important contribution to American history. Will James's words and pictures are as instructive as they are recreative.

Everybody who wishes an accurate knowledge of Western history should read Will James. He tends to explain the cowboy. The cowboy needs explaining, for he has been woefully misrepresented and traduced. He deserves explaining, for he, by the force of his character, the bigness of his live stock business, and the preponderance of his numbers, dominated, for many years, the social and political thought throughout one-third the area of the United States.

True, thanks to numerous authors and artists, thanks to numerous producers of motion pictures, America has been given definite impersonations of the puncher; many of these impersonations being extremely artistic. But almost all of these portrayals have borne to the cowboy of actuality but little more relation than P. T. Barnum's so-called Wild Man of Borneo bore to the South Seas. The maid-en-rescuing cowboy who holds our interest in the novel or at the "movies" is a synthetically manufactured product of imagination, and had no prototype upon the cattle range of reality.

Upon that cattle range, a well-nigh womanless country, hard-working young men raised horses and cows, supplied the nation with the major portion of its meat and leather, and shaped the civilization that now obtains in Texas and in America's West.

These men were young. They had to be, in order to endure the super-athleticism of their life. They were brave. They had to be, because the animals with which they dealt were the savage long-horn cattle and the turbulent broncos, and also the area in which they labored was, by reason of its climate and the sparseness of its population, disposed to be unfriendly. "The desert, the canyon,

the quicksand, the cut bank, the blizzard and the norther asked no favors and gave no quarter." It is no wonder that, with cattle blood-relatives of the bulls of the Spanish matador and so bellicose as to attack every dismounted man they saw, with fractious horses necessarily ridden at speed across ground strewn with rocks and pitted with badger holes, and with the presence of a dozen other forms of insatiate danger, the riding life of the average puncher was limited to seven years.

With few exceptions, the cowboys were idealists. Danger tends to make men idealists.

The magnet for the punchers was quest for adventure. The scanty money wage prevalent in the cattle industry could have been no incentive to any one. Thus, as true soldiers of fortune, they had much in common with the aviators of the World War.

These cowboys, chivalric founders and up-builders of empire, merit their fellow Americans' better acquaintance.

For the most part, the punchers have ridden off the range and into history; banished by the relentless onpushing of the wheat field and the wire fence. However, a few of them still persist in the various backwashes of Texas and the West. And among these few survivors is Will James, a cowboy by both birth and training, a cowboy permeated with the traditions of the punchers' craft.

The craft is replete with customs and traditions. These are so numerous and so specialized that they may accurately be learned

in no way save by long attendance in the exacting school of ranching life. It is for this cause that authors trained elsewhere than in this strenuous school are apt to make frequent and serious errors in their attempted descriptions of the puncher. Often they mistakenly have their fictional hero, in order for him to win acclaim from other characters within their novel, do something which, if done upon a ranch, would earn for this paper hero ridicule as well as a reduction in wages or else a summary dismissal. Writers of this ilk ever miss the cowboy's point of view and mode of thought.

Why do readers accept these uninitiated writers as being reliable dealers with a very technical subject? Readers customarily look to seafaring authors for trustworthy seafaring stories. Pedagogical monographs would not be thought authoritative because written by a blacksmith. And yet almost any book which mentions a "three gallon hat" and contains the words "pronto" and "hombres" is thereby deemed to be orthodox.

In contrast, Will James knows and he sticks to veracity.

He has one idiosyncrasy. It consists of an utter lack of vanity. Though granted the Newbery Medal and showered with praise, the lithe, graceful, good-looking, warm-hearted, endearing little beggar is not one-tenth as conceited as a calf. This is, perhaps, one of the reasons why we ex-ranchmen love him. Anyhow, we keenly and unreservedly admire the output of his pen and pencil.

"It is the personal realization of the beauty and charm of things which clothes us with the heavens and crowns us with the stars."

From Joyous Wayfarers. By Bailey.

RECENT FICTION FOR GIRLS

RUTH WILKINSON WEEDEN

Children's Librarian,

Brooklyn Public Library

THE LIBRARIAN in the children's room of a public library, watching boys and girls of all types and ages, sees the girl in her teens jump from fairy land into the world of reality. The "teen age" seems to be a wondering and a wandering age. In the land of books we find the girls straying aimlessly about. Those who have had a background of good literature, who have been brought up with "Alice," "Heidi," "The Prince and the Pauper" as companions, cannot enjoy the insipid "Frances the Freshman" type of story. On the other hand, the librarian realizes that one who has been reading nothing but cheap fiction, the interminable series stuff, cannot be expected to aim any higher than this same "Frances the Freshman." For girls of this latter class the librarian feels that some of the "wholesome mediocre" books must be included in her collection, to be used as stepping stones to better things. Of course, these books must have some redeeming feature—good background, interesting information, something to hold the interest and lead to new fields and better literature.

Girls who have read the best children's books offer another kind of problem. What have we to give these readers coming into the older girls' world? The dearth of really good stories for girls is lamentable. The season of 1927, however, offers a few titles of real distinction, and several others so thoroughly wholesome that we may be glad to offer them to our girls.

Following the law of the survival of the fittest, the star book of the season, perhaps, is Caroline Snedeker's *DOWNRIGHT DENCEY*. Here is picturesque Nantucket in the days of whaling. There are a Quaker household and a sea captain father returning to break the severity and dullness of Quaker laws and island living. The girl Dencey is very human

and girl readers will not fail to like her. The story gives a real picture of those old days and a pride in the forefathers who belonged to the Sea. The illustrations heading each chapter are in black and white. Maginel Wright Barney is the artist and she has caught the true air of Nantucket.

Another tale of a long ago girl takes one back to England and the colonies. *ALLISON BLAIR* by Gertrude Crownfield is the story of an English girl's visit to the colonies. The wild Mohawk country is the scene of many adventures with the Indians. A vivid picture of the Battle of Lake George is drawn. There is a good description of the Indian, and manners and customs of the early days are well brought out. There is plenty of action throughout the story and the reader will enjoy the quaint manner of speech.

Still in the historical field there is *THE REGICIDE'S CHILDREN* by Aline Havard. The colonies are again presented in the reign of James II. The village of Hartford, in Connecticut, is the scene of the story. The colonists attempt to shield a regicide from the king's men, for this is the period when the hand of his Majesty begins to lie too heavily upon the colonies. The first stirrings of revolt are shown here. Life in a Puritan household is well portrayed and there are adventure, romance and a good atmosphere of suspense throughout the book.

Elsie Singmaster has given us another good story of the Civil War days. *SEWING SUSIE* has the town of Gettysburg for a background and for excitement there is the battle at close range. From an attic window one sees the battle lines forming toward Round Top. The effect of war on village life is shown in the description of Gettysburg after the departure of the Confederates. History will become a more interesting study with one of Miss Singmaster's stories to supplement it.

Last of this group is Mrs. Hooker's excellent book entitled *CIVILIZING CRICKET*. The story of a little girl of the old West gives a good idea of the days when Indians still roved the prairies. Cricket lives in a United States Army camp and life is varied and exciting. The scene of the story is transferred from the west to Philadelphia, and the life in this old city in the year 1875 becomes another valued feature of the book. Cricket is presented as rather a little girl but her life makes her interesting to girls of all ages. The story is said to be founded on the author's own life.

School stories are always tremendously popular and we name an English boarding school story here. *ST. MARY'S* by Pamela Hinkson makes the reader acquainted with girls from all parts of the British Empire, though the story itself runs pretty true to form. Hockey is emphasized as the leading sport. For the holidays the students travel to northern England and a description of the countryside and home life is given. Books with foreign settings are a step toward the universal friendship of nations.

Readers of all ages like a mystery story and the following have some mystery worked into the lives of the young people.

SCRATCHES ON THE GLASS by Gladys Blake is about an American family spending a summer in an old Cherokee Indian house in Georgia. This book, which might have been just another ordinary mystery story, is redeemed by the introduction of the Indian conditions in Georgia in the early days. The account of the relationship of the whites and Cherokees shows the terrible injustice done the Indians in the enforced departure of the entire tribe. Very few books give this side of the story, so that ethically the book has value.

THE REAL REWARD by Christine Parmenter is a bit thin as to plot and originality, but the characters are truly delightful. The story pictures an ideal family life in an ideal setting—the mountains of New Hampshire. The mystery element will hold the young people's

interest while the happy atmosphere of the book will enter their spirit.

There are some very pleasant girls, too, in Elizabeth Gray's new book *MEREDITH'S ANN*. The White Mountains form an excellent background for the story. The reader gets an inkling of what interest the subject of forestry may have. There is a description of a forest fire and the method of fighting it. Trail making through the mountains is another interesting feature, and we get a glimpse of the interior and workings of a lumber camp. The mystery centers around a strange lumberman.

Stories of pets always have an appeal. *SARAH'S DAKIN* by Mabel Robinson is a home story with a high school girl for a heroine. A farm in Maine is the setting for the account of life in Sarah's small world. Dakin, a collie dog, plays a leading role. The illustrations in silhouette fashion are attractive.

This year's list includes two fine stories of other lands. The first is a translation from the Swedish. Siri Andrews has given us something very new in her translation of Laura Fitinghoff's *CHILDREN OF THE MOOR*. Following the wanderings of the little family from Barren Moor the reader sees a startling picture of that suffering province in the north of Sweden a generation ago. The book will enlist the sympathies and arouse the admiration of the protected American child. A new country will be opened and Sweden will come to real life and actuality in the mind of the child. In the second story we have the country of Albania spread before us in Elizabeth Miller's new book *CHILDREN OF THE MOUNTAIN EAGLE*. This little known mountain region of Europe with all its strange customs becomes quite familiar soil as the tale unfolds and the life of the boys and girls of the tribe of the Mountain Eagle is laid before us. The illustrations by Maud and Miska Petersham acquaint one further with these interesting Albanians.

The girl of to-day, athletic and fearless, finds adventure as much to her liking as do the boys. Therefore, we include two sea stories. *SHIP OF DREAMS* by Edith Price tells

more about the popular Garth Pemberley, hero of *Silver Shoal Light*. It is a modern sea story giving an idea of the trading posts on the coast of Africa. There is the contrasting of the steamship with the "good ships" of yesterday. The hero is a romantic boy and takes us into the full thrill and enjoyment of his adventures. In Miss Meigs' prize story *THE TRADE WIND* you feel the roll of the sea and the salt in the air. It is in the days before the Revolutionary War. A Yankee lad goes to sea to serve his country

and one sees the first measures taken for independence among the colonies. The story is very well written.

This brings us to the mention of some old favorites in new dress. *EIGHT COUSINS*, *ROSE IN BLOOM*, *WHAT KATY DID AT SCHOOL*, and *JOLLY GOOD TIMES* are now to be found in attractive illustrated editions. Librarians are very glad to see the children's classics and favorites coming out of their dull covers and being published with the care due their long years of service.

Books Referred to in This Article

Alcott	Eight Cousins. Illustrated by Hattie		
	Longstreet Price	Little	\$2.00
	Rose in Bloom. Illustrated by Hattie		
	Longstreet Price	Little	2.00
Blake	The Scratches on the Glass.....	Appleton	1.75
Crownfield	Allison Blair	Dutton	2.00
Fitinghoff	Children of the Moor.....	Houghton	2.50
Gray	Meredith's Ann	Doubleday	2.00
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Miller	Children of the Mountain Eagle.....	Doubleday	2.00
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Price	Ship of Dreams	Century	1.75
Robinson	Sarah's Dakin	Dutton	2.00
Singmaster	Sewing Susie. A story of Gettysburg.....	Houghton	1.50
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	Helen Mason Grose	Little	2.00
Snedecker	Downright Dencey	Doubleday	2.00
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From Jolly Good Times. By Mary Wells Smith.



Illustration by Helen M. Grose

Courtesy Little, Brown

WILLIAM BEEBE

CLARISSA MURDOCH

Detroit, Michigan

LAST YEAR, when working with a group of young women who were reading and discussing current books, I had occasion to visit a branch library in search of some information about the personality of William Beebe. For years I had known and enjoyed his books but only here and there had I ever seen comment on the man, apart from his writing and his explorations.

Upon hearing my request the librarian confidently turned toward the shelves. I waited as patiently as I could while many moments passed.

"Well," I thought, "she's evidently finding a number of articles."

But when she finally did come, it was with a rather crestfallen air. She proffered me a copy of *Who's Who* and an envelope of clippings about the expeditions. "It is the strangest thing," she exclaimed. "There aren't any articles." We talked it over and decided that it was refreshing in this day of publicity seeking to find an author who did not desire it.

One more attempt I decided to make before giving up, so I went down to the Main Library. The shelves here yielded no more than those at the branch—in fact less, for here were no clippings.

Then I tried the publishers and from them came accounts of his trips, a few reviews, and some quotations from his books. Based upon such varied information this article must, of necessity, be something of a hodge-podge.

Who's Who always reduces its collection of brilliant individuals into such a colorless group. Birth, education, marriage, publica-

tions, clubs, honorary societies—the bare statement of such facts leaves so much to the imagination. Of Beebe we learn that he was born in Brooklyn, New York, in 1877. He attended Columbia. After his graduation he was appointed ornithological curator of the New York Zoological society. He founded the collection of living birds at the New York Zoological Gardens, making it the best in the world.

Later he headed various scientific expeditions. These trips have taken him to Nova Scotia, Florida, Mexico, Venezuela, British Guiana, the Himalayas, Borneo, China, Japan, Galapagos, and the Sargasso Sea. The result of his trip to the Himalayas was his monograph on the pheasants, the most beautiful book about birds since Audubon's studies. Last year in PHEASANT JUNGLES he told of some of the experiences he had while trailing pheasants.

When JUNGLE PEACE, the first of the jungle books appeared, Theodore Roosevelt reviewed it for the *New York Times Review of Books*. He wrote: "Beebe, as bomber, has sailed in planes over the German lines; in company with a French officer he has listened to a wolf howl just back of the fighting front; he has gone with the Iroquois Indians into No Man's Land between the trenches of the mightiest armies the world has ever seen. This volume was

written when the writer's soul was sick of the carnage which has turned the soil of France into a red desert of horror. To him the jungle seemed peaceful."

In GALAPAGOS: WORLD'S END Mr. Beebe



William Beebe

Courtesy of G. P. Putnam's Sons

tells of the fearlessness of the animals he found there.

"Suddenly I got a tremendous shock as I felt a soft, warm, rubber-like substance press against my hands. I leaped back and at that instant a baby seal rose directly in front of me, treading water with his flappers, while his front mittenized fingers were folded funnily across his breast. He looked at me with all his soul, and forthwith broke into a raucous wail. A deep roar sounded from the other side of a barrier of huge boulders, and instantly there appeared, swiftly swimming and banking sharply on the turn, a mother sealion and two more infants. She saw me at once and her fear died so instantly that it was not wholly complimentary."

The ARCTURUS ADVENTURE describes the expedition to the Sargasso Sea. In his log notes of the voyage we find:

"April 16th, 1925. Noon. Anchored off Lower Island—Galapagos Archipelago. In the quiet waters of Darwin Bay we used the diving helmet for the first time. Here is a brand new sensation that should be recommended to every blasé soul. It is like nothing else in the world except a dream, if a dream can be said to be in the world. Instead of the huge, cumbersome suit in which we see divers encased in pictures, this outfit consists solely of a copper helmet. The denizens of the submarine world seem to have no fear of the phenomenon that descends among them. In fact they pay it very little attention unless you provide something attractive in the way of food."

In a recent article, *Nature-Study and Literature*, in *Books*, Margery Williams Bianco says, "The naturalist is very close to the artist; he has the same power of vision, keenness of observation and undecievable eye for the truth of shape and color, and is urged by the same necessity of setting down his impressions in the clearest and most truthful form. In his description there can be nothing muddled, exaggerated or slipshod, nothing merely guessed at; everything is intimately felt and known."

This is true of Beebe. The critics praise



Cartoon of William Beebe
By Ralph Barton
Courtesy of G. P. Putnam's Sons

his style for the perfection of its beauty, for its color. "Prismatic" is a word frequently applied to it.

Referring again to Mr. Roosevelt's review, we read: "Whatever Beebe touches he turns into gold of truth rightly interpreted and vividly set forth. Nothing of the kind could have been done by a man who was only a good writer, only a trained scientific observer, or only an enterprising and adventurous traveler. Mr. Beebe is not merely one of these but all three; and he is very much more in addition. He possesses a wide field of interest; he is in the truest sense of the word a man of broad and deep cultivation. He cares greatly for noble architecture and noble poetry; for beautiful pictures and statues and finely written books. Nor are his interests only concerned with nature apart from man and from the works of man. He possesses an extraordinary sympathy with and understanding of mankind itself, in all its myriad types and varieties."

Rumors come from different sources as to his winning and charming manner, his wit,

(Continued on page 32)

OBJECTIVE TESTS IN EIGHTH GRADE LITERATURE

M. ELEANOR EVANS

*Florence Nightingale Junior High School,
Baltimore, Maryland*

EDITOR'S NOTE: To ascertain how much information pupils retain from classroom instruction in English literature, the following objective tests were worked out by Miss M. Eleanor Evans, vice-principal of the Florence Nightingale Junior High School of Baltimore, Maryland. This undertaking was carried out under the direction of Dr. Florence E. Bamberger, of Johns Hopkins University.

The tests are of unequal length and difficulty among themselves, and are unstandardized. Hence the data accompanying them yield no comparisons as to superior teaching or comparative difficulty of the selections studied. However, used as a means of stimulating interest and more intensive study on the part of the pupils themselves, these tests admirably served their purpose.

Each test was mimeographed. The name of the school was included in the heading of each test, as were blanks for the name of the pupil, class, and date.

Miss Evans wishes to acknowledge her appreciation of the assistance of Miss Annette Mann, Supervisor of English in Junior High Schools, Baltimore, Maryland. Miss Mann is the author of one of the tests given here.

THE COURTSHIP OF MILES STANDISH

Directions: *Underscore the word or group of words that makes a correct statement.*

For example: *The Florence Nightingale School is for kindergarten children, senior high pupils, junior high pupils.*

1. John Alden was a captain, a writer of letters, a magistrate.
2. Priscilla married Boaz, Alden, Standish.
3. Miles Standish went back on the Mayflower, went after Indians, remained in Plymouth.
4. Standish sent Alden with a message to the Indians, to the Commander of the Mayflower, to Priscilla.
5. When Alden came to see Priscilla, he found her reading, having a dinner party, spinning.
6. Priscilla was an Indian girl, a Puritan maiden.
7. After the wedding service was ended there appeared an Indian Chief, a sailor, Miles Standish.
8. Miles Standish, the Captain of Plymouth,

was clad in a cloth suit, in an armor, in a fur suit.

9. Alden spent much of his spare time fighting Indians, watching for the boat, building a home.
10. In the evening, Alden went to call on the Elder, the women of Plymouth, Priscilla.
11. The people of Plymouth were glad to see Standish again, were pleased to greet the Indians, were delighted to have the Elder.
12. Priscilla was a beautiful girl, a very old person, a small child.
13. The council was composed of young men of Plymouth, the great men of Plymouth, the Indians of Plymouth.
14. The men and women went to the shore to watch the Mayflower leave, to watch the men fish, to escape from Indians.
15. This poem was written by Longfellow, Shakespeare, Whittier.

EVANGELINE

Directions: *Underscore the word or group of words that makes a correct statement.*

For example: *The Florence Nightingale School is for kindergarten children, senior high pupils, junior high pupils.*

1. The Acadian women moved their household goods to the seashore, to the church, to a village nearby.
2. During the embarking of the Acadians peace reigned, disorder prevailed, songs of rejoicing were heard.
3. Evangeline heard at the Mission that Gabriel had gone southward, had left for the Pacific, and gone north until Autumn.
4. The Acadians were lawyers, farmers, doctors.
5. Evangeline was the daughter of Benedict, Bellefontaine, Basil, Gabriel.
6. The ships that were anchored in the river were American, French, English.
7. Rene LeBlanc came to sign papers, to marry Evangeline, to arrest Benedict.
8. The betrothal party was held in a hall, in the large dining room, on the lawn. The bell and the beat of the drum called the people home, to church, to their work.

10. The Acadians were forced to go away by the Americans, English, French.
11. Benedict died on the vessel, in the Church, on the seashore.
12. Evangeline searched different sections of the country for Gabriel, Basil, Baptiste, Leblanc.
13. When Evangeline reached the almshouse in Philadelphia, she found the priest, the Sister of Mercy, Gabriel.
14. The Acadians sailed on one ship, were separated, were well treated.
15. Evangeline on her trip over the prairies was accompanied by the notary, the fiddler, Father Felican.
16. Gabriel and Evangeline passed each other on the train, on the river, on the prairie.

IVANHOE

Fill blanks with word or words that make good sense, or answer questions in one word or a few words.

1. A person whose business it was to entertain a household with his jokes and witty remarks was called a.....
2. What language did farmers, laborers, and serfs speak?
3. Who was said to have banished his son because the son was in love with Rowena?
4. At the upper table in Cedric's hall sat the principal members of the family and
5. In Cedric's dining hall where did the Palmer sit down?
6. In Cedric's dining hall who offered Isaac his seat?
7. Prior Aymer said that the best language in which to talk about the woods and hunting was the.....
8. In what language did Bois-Guilbert tell his slaves to seize Isaac when at a distance from Cedric's mansion?
9. Where was the tournament held?
10. On the first day of the tournament, after the Norman challengers had defeated their opponents, Cedric said to....., "Are you not tempted to take the lance?"

Select the expression which makes a true statement:

1. When Prince John grew pale at the thought that the Disinherited Knight might be King Richard, Fitzurse told him that Richard (was in Palestine, was a captive in Austria, was taller and had broader shoulders than the disguised

- knights, never entered tournaments in disguise).
2. Prince John was (cunning, straightforward, patriotic, honest).
3. Gurth, while the squire of the Disinherited Knight, feared discovery from none save (Cedric, Rowena, Wamba, Isaac).
4. After the first day's tournament squires and pages in abundance offered to serve the Disinherited Knight, because they wished to (hear the story of the tournament, congratulate him, inspect his horse and armor, find out who he was).
5. The Captain of the thieves believed Gurth's answer about Isaac when (he saw the money, Gurth repeated his story, he saw Hebrew characters on the purse, Gurth defeated the Miller).
6. Cedric refused to drink to the health of Ivanhoe because (Ivanhoe had been disobedient, Ivanhoe had returned in disguise, Ivanhoe had been severely wounded, Ivanhoe and Athelstane had been on opposite sides in the general tournament).
7. Fitzurse objected to De Bracy's plan to wed an heiress because (he had not been consulted, Prince John needed De Bracy and his Free Companions, Fitzurse was in love with Rowena, he feared that Bois-Guilbert would steal Rowena from De Bracy).
8. After the crowning of Prince John, (De Bracy, Bois-Guilbert, Fitzurse, Front-de-Boeuf) expected to be his chief minister.
9. While the Black Knight was singing "The Crusader's Return," the hermit once or twice (fell asleep, went to the door, joined in the singing, applauded).

Read the following statements. If the statement is true, write "true"; if the statement is false, write "false."

1. The outlaws showed their love of liberty by disobeying Locksley's orders.
2. Around the outer wall of the castle of Torquilstone was a deep moat.
3. Isaac loved his money more than he loved his daughter.
4. Front-de-Boeuf and Bois-Guilbert regretted the interruption of the horn more than De Bracy.
5. Rebecca began to admire Bois-Guilbert when he spoke of hanging her neck and arms with pearls and diamonds and sharing a throne with her.

6. Bois-Guilbert was dressed like a bandit when he went to the turret to talk with Rebecca.
7. Cedric considered Athelstane's life more valuable than his own.
8. Rebecca spoke against war and chivalry because she was a coward.
9. To capture the outwork, the attackers had to tear down, climb over, or break through the palisade.
10. The moat was between the outwork and the castle.
11. Cedric rescued Ivanhoe from the burning castle.
12. When Bois-Guilbert was carrying off Rebecca from the burning castle, Athelstane tried to rescue her because he was in love with her.
13. Friar Tuck was disliked by the outlaws.
14. Because of Prior Aymer's high position the outlaws treated him respectfully.
15. Fitzurse believed that it was wiser to kill King Richard than to imprison him.
16. Malvoisin planned to bribe witnesses to testify against Rebecca.
17. The Grand Master believed that Bois-Guilbert was guilty and Rebecca innocent.
18. Isaac received calmly the news that Rebecca was to be put to death as a witch.
19. Bois-Guilbert wished to save Rebecca from death without seeking repayment.
20. Ivanhoe, when he followed King Richard through the forest, rode a war-horse.
21. Robin Hood grudged Richard his venison and wine.
22. After his return to life Athelstane was eager to win Rowena and the throne of England.
23. Rebecca preferred death to flight with Bois-Guilbert.
24. Although Ivanhoe's wounds were not healed, he was able to defeat Bois-Guilbert because of his superior skill.
25. Rebecca's failure to thank Ivanhoe before leaving the tiltyard showed that she was ungrateful.

In the following sentences, look at the underscored words. Then find in the next line or lines a word or expression which means the same or almost the same as the underscored word.

1. They were united by mutual interests. common, slight, wide, family, business
2. They wore bracelets upon their swarthy legs. skinny, powerful, sweaty, dark, nimble
3. The adjacent forest abounded with outlaws. trackless, oak, endless, dense, neighboring
4. Rowena was Cedric's ward. daughter, person having royal Saxon blood, daughter-in-law, person having guardian, niece
5. Our bards are no more. childhood friends, sorrows, poets, victories, happy days
6. Prince John bore upon his hand a falcon. ring, gold chain, bracelet, hawk, glove
7. The challengers showed superior dexterity. skill, intelligence, preparation, courage, endurance
8. He won a smile from a bonny lass. bony, coquettish, serious, good-looking, shy
9. Fitzurse doffed his bonnet. put on, took off, put a feather on, soiled, pulled down
10. De Bracy held council with his confederates. associates, assistants, enemies, generals, soldiers
11. Ulrica uttered impotent curses. profane, powerless, powerful, loud, deep
12. They insinuated that the medicine was magical. said, hinted, proved, swore, believed
13. Ivanhoe was Richard's minion. rival, supporter, knight, favorite companion
14. Richard was a buxom monarch. plump, reckless, brave, jolly, disguised
15. On Bois-Guilbert's brow was the palid hue of death. flushed, tanned, pale, dark, awe-inspiring
16. Rowena expressed her repugnance to Athelstane. disappointment, regret, gratitude, antagonism, loyalty

JULIUS CAESAR

Underscore "Yes" if statement is true, "No" if statement is false.

1. Julius Caesar is a play written by Ben Jonson. Yes No
2. The characters are ancient Greeks. Yes No
3. The leading character is Julius Caesar. Yes No

4. The whole play hangs on a conspiracy.
Yes No
5. The leading conspirator is Cassius. Yes
No
6. The man whom all conspirators wished
to join them was Brutus. Yes No
7. Cassius was the noblest Roman of them
all. Yes No
8. Mark Antony was a friend of the con-
spirators. Yes No
9. He made the mob mutiny. Yes No
10. Brutus and Cassius mobilized their
forces at Philippi. Yes No
11. They defeated Antony and his army at
Sardis. Yes No
12. The death of Caesar is the climax of the
play. Yes No
13. The play in reality covers a period of
two weeks. Yes No
14. Brutus and Cassius lived to rule Rome.
Yes No
15. This play is a tragedy. Yes No

Underline the feeling expressed.

1. "The unaccustomed terror of the night,
And the persuasion of his arguers
May hold him from the Capitol today."
despair, fear, contempt
2. "You are my true and honorable wife."
love, determination, constancy
3. "And Brutus is an honorable man."
love, contempt, friendship
4. "Poor soul! his eyes are red as fire with
weeping."
pity, love, despair
5. "This was a man."
friendship, love, honor

Fill blanks

1. "This was the most.....cut
of all."
2. "The.....Brutus.
Hath told you Caesar was....."
3. "He was my friend,.....
and.....to me."
4. "But yesterday the word of Caesar might
Have stood against the.....;
now lies he there,
And none so poor to do him....."
5. "Not that I.....Caesar
less, but that I.....more."
6. "Who is here so.....that
will not love his country?"
7. "But as he was.....
slew him."
8. "This was a....."
9. "A peevish schoolboy, worthless of such
honor,
Joined with a....., and
a

Who says the following?

1. "For who so firm that cannot be se-
duced."
2. "It was Greek to me."
3. "Our course will seem too bloody, Caius
Cassius,
To cut the head off and then hack the
limbs."
4. "Cowards die many times before their
death
The valiant never taste of death but
once."
5. "See! Antony that revels long o' nights
Is notwithstanding up."
6. "But I am constant as the northern star."
7. "Et tu Brute."
8. "Who is here so rude that would not be
a Roman?"
9. "Mischief thou art afoot,
Take thou what course thou wilt."
10. "You yourself
Are much condemned to have an itching
palm."
11. "But for your words they rob the Hybla
bees."
12. "O Julius Caesar, thou art mighty yet;
Thy spirit walks abroad, and throws our
swords
In our own proper entrail."
13. "Caesar now be still
I killed not thee with half so good a
will."
14. "This was noblest Roman of them all."
15. "I had rather be a dog and bay the moon
Than such a Roman."

TREASURE ISLAND

*Read each statement carefully and fill the blanks
with words that will make a complete thought.*

*Every Thursday.....pupils deposit.....
in the School Bank.*

*Every Thursday morning pupils deposit money in
the School Bank.*

*Money and morning are the words used to fill the
blank spaces.*

1. An old seaman, stopping at.....
Inn, paid me to watch for a man with
one.....
2. One January morning a.....
appeared at the.....and asked for
the
3. A blindvisits the Inn and
gave a black spot to the
4. Jim and his mother opened the,
took the, and left the
.....
5. Theransacked the Inn, and
in their hurry to get away left the.....
.....

6. Jim takes the to Dr. Livesey's

7. Jim leaves and goes to to join the squire.

8. Jim carries a note from the squire to and finds sitting at the table.

9. The doctor finds that Captain and are good men for the trip.

10. One evening Jim went to the for an

11. While waiting, Jim heard some of the members of the talk about getting the

12. Jim tells the and what he heard in the

13. Jim hides in the and goes on shore.

14. While the were on shore, a dispute arose, and two of the were killed.

15. Jim discovers a on the island.

16. The doctor and Hunter carry food to the

17. John Silver and his men attacked the

18. Jim finds the and in the stockade.

19. John Silver comes to the with a of truce.

20. The mutineers enter the

21. Jim took Ben Gunn's boat and went to the

22. Israel Hands pins to the

23. On Jim's return to the island he walked into the camp.

24. Silver pretends to be friendly with and wants to be on the side.

25. The buccaneers set out to find the.....

26. When Silver and his men the thicket, they find the gone.

27. The doctor comes to the camp and finds

28. The buccaneers handed the black spot.

29. Ben Gunn had the in a

30. The men set sail on the and left the three on the island.

Electricians is the correct word and therefore, it is understood.

In the following underscore the words in each sentence that make a true statement.

1. The scene of a Midsummer-Night's Dream is laid in Rome, in Athens, in Paris, in Carthage, in London.

2. Theseus told Philostrate to arrange for a celebration in honor of his birthday, to celebrate his victories in war, to please Queen Elizabeth, in honor of his wedding, to amuse the little changeling boy.

3. Hermia wished to marry Demetrius, Quince, Lysander, Theseus, Oberon.

4. Hermia's father said if she refused to marry Demetrius, she would be banished from Athens, be forced to serve as a kitchen maid, be put to death, be disinherited, be sent to prison.

5. Lysander and Hermia planned to make Demetrius marry Helena, to escape from Athens by night, to go into the convent, to disguise themselves as gypsies, to force Egeus to consent to their marriage.

6. Demetrius followed the lovers into the wood because he guessed they would try to escape, because he saw them steal away, because he overheard their conversation, because Helena told him about their plans, because he received a letter describing their plans.

7. The fairy king and queen had quarreled about money, about the bad weather, about the changeling child, about the fairy dances, about Puck's mischief.

8. Oberon charmed Titania's eyes to make her see better, to make her love the first thing she saw, to make her more beautiful, to keep her asleep a long time, to make her less quarrelsome.

9. Puck charmed the eyes of Lysander by reciting a fairy charm, by making signs with his wand, by singing magic music, by rubbing an enchanted ring, by anointing his eyes with the juice of a magic flower.

10. Bottom and his friends rehearsed a play in the palace garden, at Bottom's house, in the wood near Athens, in a Greek theatre, in one of the rooms of Diana's temple.

11. Pyramus and Thisbe are ancient cities, two of the fairies, the names of the duke's servants, words that Puck said in a charm, characters in a play given by Bottom and his friends.

A MIDSUMMER-NIGHT'S DREAM¹

Directions: Underscore the words that make a true statement.

Example: The public schools teach boys to become circus riders, electricians, aviators.

¹By Miss Annette Mann.

MAN WITHOUT A COUNTRY

Directions: Fill in the blanks with the right words.

- Philip Nolan was a young in the Legion of the West.
- Burr asked Lieutenant to show him the plan for the new
- Nolan was tried and proved
- Nolan said, "I wish I may never of the again."
- Nolan was delivered to the commander at New Orleans.
- Nolan was put on a government bound on a long
- Nolan was not allowed to talk to unless an was there.
- No mention of the was made before
- Nolan spent months in his
- When he came out of his room, was a person.
- Nolan was transferred times from boat to
- Nolan was always a uncomplaining and sufferer.
- Nolan told one of the boys to always his
- Nolan repented of his and submitted to his
- Nolan on board a vessel and was at sea.

THE CRICKET ON THE HEARTH

Directions: Underscore the words that make the best sense.

- Among John's packages was a wedding cake, a large overcoat, a bundle of clothes.
- The Stranger wanted to go to town, to stay with Perrybingles, to visit Caleb.
- Tackleton was to be married to Bertha, May, Dot.
- Caleb was a tailor, toy-maker, merchant.
- Bertha was the daughter of John, Caleb, Tillie.
- Tackleton was light-hearted, jolly, gruff.
- Caleb told Bertha the truth about the home, pictured things differently.
- John saw the Stranger talking to Tillie, to Dot, to Tackleton.
- The Carrier calls at Bertha's home for May, for Mrs. Fielding, for Dot.
- Dot was a very homely person, a dutiful wife, a blind girl.
- The Cricket on the Hearth brought recol-

lections to John, sad memories to Bertha, good thoughts to Tackleton.

- Tillie Slowboy was very good-hearted, was good natured, was very unreliable.
- John sat up all night to plan his work, to make a decision, to talk to the Stranger.
- Edward was very fond of Dot, of May, of Tackleton.
- Edward was Caleb's son, his nephew, his brother.
- Caleb was careful of his daughter, of Tackleton, of Dot.
- John's wife was Tillie Slowboy, Dot, Bertha.
- Boxer was the name of the horse, dog, cricket.
- Tackleton was a toy merchant, a banker, a carrier.
- Tillie Slowboy kept the baby at home, helped Bertha, went on a trip.

THE TEMPEST²

Directions: Underscore the words that make a true statement.

Example: The public schools teach boys to become circus riders, electricians, aviators.

Electricians is the correct word and therefore, it is underscored.

In the following underscore the words that make a true statement.

- The first scene of "The Tempest" takes place on board a ship far out at sea, near an island, in the harbor of Naples.
- All other scenes occur at Naples, Milan, on an island.
- The right Duke of Milan was Sebastian, Prospero, Antonio.
- Miranda's birthplace was Milan, the island, Naples.
- The lives of Miranda and Prospero had been saved by the help of Alonso, Ferdinand, Gonzalo.
- He had given them a home and clothing, food and books, money and a boat.
- Prospero's plan was to kill all his enemies, to drown them in "The Tempest," to have revenge by using his magic power.
- Prospero's orders were carried out by Adrian, Arcil, Alonso.

²By Miss Augusta Klotz.

9. Antonio was the leader in a plot to kill Prospero and Caliban, Alonso and Gonzalo, Sebastian and Stephano.
10. The plot to kill Prospero was planned by Trinculo and Caliban, Alonso and Antonio, Gonzalo and Ferdinand.
11. Both of these schemes were successful, were a failure.
12. When Miranda was a little girl, Prospero was more interested in securing his dukedom, reading his books.
13. The purpose of the Masque was to entertain the king, to celebrate the engagement of the lovers.
14. On the island, Ferdinand had a sad experience, a very, happy time.
15. Alonso, Sebastian, and Antonio were honorable statesman, dishonorable men.
16. Gonzalo was wicked statesman, a faithful counsellor, a treacherous fellow.
17. Prospero's servant was Caliban, Stephano, Trinculo.
18. Ariel was eager to stay in the service of Prospero, to go to Greece.

Who says the following lines?

Merrily, merrily, shall I live now
 Under the blossom that hangs on the bough.
 Me, poor man, my library
 Was dukedom large enough
 . . . We are such stuff
 As dreams are made of, and our little life
 Is rounded with a sleep.
 Now would I give a thousand furlongs of
 sea for an acre of barren ground

TEST RESULTS

Evangeline

Highest Possible Score-16

VIII B1		VIII B2		VIII B3		VIII B4		VIII B5	
Technical Score	Pupils	Commercial Score	Pupils	Commercial Score	Pupils	Academic Score	Pupils	Academic Score	Pupils
16	2	16	3	15	4	9	1	16	1
15	1	15	14	14	2	10	1	15	3
14	7	14	7	13	12	11	6	14	7
13	11	13	11	12	8	12	5	13	11
12	5	12	5	11	6	13	4	12	6
11	2	11	3	10	3	14	10	11	3
10	3	10	4	9	3	15	5	10	2
9	3	0	1	8	1				
		34		48		7	3		
					3		1		
					43				

Median 13.36

Median 13.

Median 12.56

Median 13.75

Median 13.5

Cricket on the Hearth

Highest Possible Score-20

VIII A1		VIII A2		VIII A3		VIII A5	
Score	Pupils	Score	Pupils	Score	Pupils	Score	Pupils
20	11	20	6	20	3	20	1
19	21	19	12	19	7	19	8
18	5	18	10	18	3	18	3
17	4	17	6	17	7	17	5
16	2	16	1	16	7	16	2
14	1	15	1	15	1	15	1
13	1		36	13	2	13	2
11	1			11	1	10	2
	46				31		24

Median 19.42

Median 19.

Median 17.64

Median 18.

Ivanhoe

Highest Possible Score—60

IX A1		IX A2		IX A4		IX A3	
Score	Pupils	Score	Pupils	Score	Pupils	Score	Pupils
57	3	58	2	60	2	60	2
55	5	47	2	59	2	59	1
53	1	56	1	58	4	58	5
52	3	52	4	57	3	57	1
51	2	51	1	56	1	56	4
50	1	50	1	55	3	55	3
49	3	49	3	54	2	54	2
48	5	48	3	53	1	53	1
47	1	47	2	52	1	51	1
46	2	46	5	51	2	50	2
45	1	45	1	50	2	49	1
43	1	44	1	47	1	48	5
42	1	43	2	45	2	47	1
40	1	42	1	40	1	45	2
34	1	41	1	38	3		
33	1	38	1			30	
	32		31				31
Median 49.6		Median 48.5		Median 55.		Median 55.16	

Julius Caesar³
Completion Test
Highest Possible Score—44

IX B1		IX B3		IX B4	
Score	Pupils	Score	Pupils	Score	Pupils
36	1	36	2	37	1
35	4	33	1	36	3
33	1	32	2	35	2
31	1	31	3	34	2
30	3	30	2	33	3
29	5	29	2	32	4
28	1	28	3	31	4
26	4	27	2	29	3
25	3	26	6	28	6
22	2	25	2	27	3
21	1	24	1	26	1
20	3	23	2	25	2
	29	22	2	24	4
		21	2	22	2
		20	2	20	1
		19	1	13	1
			35		42

Median 29.1

Median 26.9

Median 29.33

³ NOTE: All these classes were taught by the same teacher.

Treasure Island
Completion Test
Highest Possible Score—57

VII B1		VII B2		VII B3		VII B4	
Score	Pupils	Score	Pupils	Score	Pupils	Score	Pupils
56	1	54	1	50	1	51	1
55	1	53	2	46	1	50	1
51	7	50	3	39	1	45	1
50	1	49	1	38	1	44	1
49	2	48	4	37	1	43	1
48	2	46	1	35	3	41	1
47	3	45	1	34	1	33	2
46	2	44	2	32	1	30	1
45	2	43	2	31	2	27	3
44	1	42	2	29	1	25	1
43	2	41	1	28	2	24	2
42	3	40	1	27	1	23	3
41	1	39	4	26	4	22	1
39	2	38	3	25	3	20	1
38	2	37	2	24	3	19	1
37	2	36	3	23	2	18	1
33	1	35	1	22	3	17	1
32	1	33	2	21	2	16	1
30	2	29	1	18	2	13	1
29	3	25	1	16	1	6	1
27	1	22	2	14	1		27
25	1		40	11	1		
23	1				38		
22	1						
	45						

Median 43.75

Median 41.

Median 26.25

Median 25.5

Midsummer Night's Dream
Highest Possible Score—11

VII A1		VII A2		VII A3		VII A4		VII A6		VII Ax	
Score	Pupils										
11	5	11	7	11	3	11	5	11	31	10	4
10	5	10	3	10	6	10	9	10	7	9	3
9	6	9	5	9	9	9	4	9	8	8	4
8	6	8	12	8	2	8	4	8	2	7	4
7	10	7	9	7	7	7	2		48	6	1
6	6	6	3	6	4	6	3			5	2
5	4	5	2	5	1	5	1			3	1
4	2	4	2	4	5	3	4			2	1
	44		3	2	3	3	2				20
			45		2	2	1				
				1	1			34			
					43						

Median 8. Median 8.37 Median 7.78 Median 9.25 Median 11. Median 8.25

Man Without A Country
Completion Test
Highest Possible Score—27

VII B1		VII B2		VII B3		VII B4	
Score	Pupils	Score	Pupils	Score	Pupils	Score	Pupils
27	1	25	1	21	1	23	1
25	4	24	2	19	2	20	1
24	5	23	2	18	2	19	1
23	5	22	1	17	3	18	3
22	4	21	3	16	2	17	3
21	10	20	6	14	5	16	1
20	4	19	5	13	1	15	2
19	8	18	5	12	2	14	2
18	1	17	6	11	2	13	2
17	1	16	3	10	1	11	1
16	2	15	2	9	1	10	1
13	1	14	3	8	2	9	1
	46		13		6		8
			12		1		3
			9		5		7
					27		
						6	2
						4	1
						3	1
							27

Median 21.6

Median 18.6

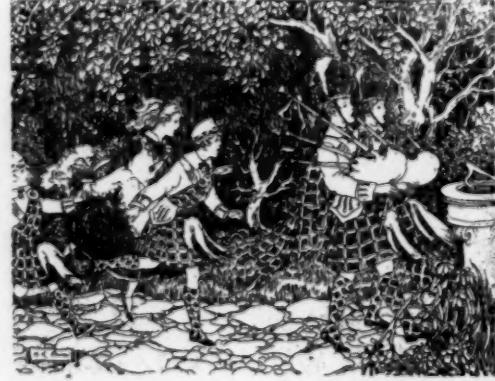
Median 14.3

Median 13.25



Courtesy Little, Brown

From *Rose in Bloom*. By Louisa M. Alcott. Illustration by Hattie L. Price.



Courtesy Little, Brown

From *Eight Cousins*. By Louisa M. Alcott. Illustrations by Hattie L. Price.

THE ELEMENTARY-NORMAL SCHOOL SECTION

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

NOVEMBER 25, 1927

Minutes

FOR THE PAST TWO YEARS, there has been evidence, at the annual meeting of the National Council of Teachers of English, of a keen interest in the problem of teaching English in the elementary school. Last year, at the meeting in Philadelphia, a large group attending the Elementary School—Normal School Section listened to a lively debate on children's choices in literature. The proceedings of this meeting, and papers prepared by the speakers, were published in *THE REVIEW* for January, 1927.

In Chicago this year, a large audience was present to hear the program prepared for the joint meeting of the Elementary School—Normal School Section. The meeting was held on Friday afternoon, November 25, at the Palmer House.

The speakers were Miss Ida A. Jewett, English Department, Teachers College, Columbia University; Dr. Sterling A. Leonard, University of Wisconsin; Dr. Frederick S. Breed, School of Education, University of Chicago; Dr. Clifford Archer, Director of Training School, State Teachers College, Moorehead, Minnesota; and Dr. Harry V. Masters, Supervisor of Elementary Education, Hibbing, Minnesota.

Papers presented by these speakers will be published in full in an early number of *THE REVIEW*.

The meeting was opened by the Chairman, C. C. Certain.

The first speaker was Miss Ida Jewett, whose topic was Recent Developments in Way and Means of Setting Standards in Elementary Composition. Miss Jewett pointed out that the number of schools with grade standards in composition is surprisingly small. Of the hundreds of courses of study available in the Bureau of Curriculum Research of Teachers College, Columbia University, fewer than twenty contained

standards in elementary composition. Most of these standards were derived from the Mahoney or the Chicago standards.

The Mahoney standards were developed in 1913-1915 in an endeavor to correct weaknesses of first year high school pupils. These standards have been tried out and revised.

The Chicago standards were worked out at the Chicago Normal College in 1915 under the direction of Dr. James F. Hosic, and were based upon a collection of compositions, rated by teachers. The Courtis-Beverley standards, developed in Detroit, were similarly derived. The Detroit and Cleveland courses of study contain standards for X, Y, and Z groups in each grade.

Whether to include mechanics in grading for composition quality is still a debatable question.

Miss Jewett was followed by Dr. Sterling A. Leonard, who emphasized very forcefully the necessity of eliminating superfluous requirements in elementary school English. His topic was Deflating the Mechanics of Elementary English. Dr. Leonard deplored the too elaborate specifications of mechanics in English, and other phases of composition and elementary school literature as well. He suggested that a determination of essentials in English cannot be attained so long as aims are so broad as not only to dissipate the energies of the teacher but to prevent the pupils from concentrating upon the development of skills needed in the satisfactory use of English.

His discussion dealt at length with definite details of this problem, which will not be summarized here, since the paper itself is to be published in a forthcoming number of *THE REVIEW*.

Dr. Leonard seemed to agree with Dr. McMurry that "the main fault of the good teachers in elementary schools today is over-

consciousness about little things" that are relatively unimportant.

Dr. Frederick S. Breed gave as the title of his discussion, *Adult Patterns for Children's Clothes*.

A great deal of the present interest and activity in education is centered on problems of the curriculum, Dr. Breed said. That a vague social philosophy is being translated into a definite social practice is evident in the discussion of spelling curricula.

There are two divergent opinions regarding to the selection of words to be taught in spelling; one group holds that words should be derived from the written discourse of adults, and the opposite group, that words should be derived from the written discourse of children. Many courses of study rest exclusively on one or the other of these theories. As a result of critical studies, Dr. Breed came to the conclusion that both sources should be used in selecting a minimal spelling list. This has met with opposition from those who advocate teaching adult vocabulary exclusively.

Dr. Breed proposes to include the following types of words in constructing a spelling vocabulary:

Words used by both children and adults with high frequency

Words used with unusually high frequency only by adults

Words used with unusually high frequency only by children.

Through a comparison of eleven studies of adult correspondence, and five studies of children's writing, Dr. Breed established the validity of the statement that there are words used exclusively by children. The question of what to do with these words has not yet been answered, for it has not yet been determined scientifically whether the best educational results will be attained by including these words in the spelling curriculum, or by excluding them. "To the writer it is a question of judicious enrichment versus pernicious impoverishment," is Dr. Breed's conclusion.

His paper is to be published in full.

Transfer of Training in Spelling was discussed by Dr. Clifford Archer.

Dr. Archer described experiments which he conducted—

1. to determine the effect of the study of a word upon selected derived forms and vice versa,

2. to determine the effect of the study of words upon other words which are not derived forms, but similarly constructed,

3. to determine the effect of the study of words upon other words where principles of construction are directly opposed,

4. in cases of transfer, to determine the effect of the factors of intelligence, sex, nationality, maturity, spelling ability, and word difficulty.

The conditions of the experiments, their conduct, and their results were described in detail. "Transfer does take place from one word to another, sometimes to increase the ability to spell the transfer form and sometimes to interfere with the correct spelling of the unstudied form."

Age and sex have little effect on transferability, and the difficulty of the word does not appear to be a factor.

Dr. Archer's conclusions, not quoted here, will appear in connection with his article.

A paper dealing with Words of Permanent Difficulty in Spelling was presented by Dr. Harry V. Masters. An abstract of this paper follows:

Perhaps no other subject now included in the curriculum of our schools has been more thoroughly investigated, both as to content and method of teaching, than spelling. Available studies based upon research in this field are valuable when used to enrich materials of courses of study, and when applied to improve methods of instruction in spelling. The particular study here reported serves to illustrate the application of principles and procedures to a scientific attack upon problems of instruction.

Though the research in spelling is relatively far advanced, there are many problems

still to be solved. Among these problems is the discovery of how best to teach difficult words. In attacking this problem, it is, of course, necessary first of all to determine the most difficult of the common words, and, in these words, the points of difficulty.

In many respects spelling is one of the easiest of the elementary school subjects to investigate. In general, it is more tangible. At the same time, from another point of view, it is the most difficult subject to investigate and to teach properly. In arithmetic, for example, if a child once learns that two and two make four, he need never be confused in a situation which calls for the correct addition of two and two. It matters not if the situation arises in a verbal problem, an example in addition, when using the additive method in subtraction, or when adding the partial products in multiplication; he is always sure, once he has mastered the simple addition combination.

The problem which he faces in properly spelling a word is entirely different. The child has not advanced far in school until he has discovered that the same sound is given to many different letters and groups of letters. When he has occasion to spell a word of which he is not sure, his problem at once is, Which of the many possible letters or groups of letters which I have seen used to express this sound am I to use? There are at least 450,000,000 different combinations of letters which may be pronounced as is the word *circumference*. These various letter combinations have all been seen frequently by the average sixth grade child. By an actual analysis of the misspellings made by eighth grade pupils in attempting to spell a list of 268 common difficult words¹, it was found that 65 per cent of all the misspellings were possible spellings from the phonetic point of view, and an additional 14 per cent were approximate phonetic spellings. Perhaps we should be more surprised that we spell as well as we

do, rather than alarmed because of our poor spelling ability.

Some words have certain misspellings which are much more common than others. The misspelling *accomodate* for *accommodate* was used by 57 per cent of the eighth grade pupils misspelling that word. The 134 pupils misspelling *accommodate* used only 16 different forms of misspelling. Over half of those who misspelled *dropped* wrote *droped*.

In certain other words, no particular misspelling is especially common. Of the 200 attempted spellings of *pneumonia*, 122 were incorrect. The most common misspelling of *pneumonia* was *numonia* but it was used by only eight of the 122 pupils who misspelled the word. Seventy-five different forms occurred in this total or 122 misspellings. The word *affectionate* was misspelled by 48 out of 200 pupils; these 48 misspellings included 35 different forms of misspelling. There were 113 different incorrect forms used by the 169 who misspelled *prejudice*.

A further analysis of the errors made by the eighth grade pupils in their attempts to spell these common difficult words revealed some interesting facts. The following table, Table I, gives the various headings under which the errors were classified, together with the percentage of errors falling under each heading.

TABLE I
SUMMARY OF CLASSIFIED ERRORS

	Percent
1. Omission of letters other than failures to double.....	23.37
a. Vowels	13.92
b. Consonants	9.45
2. Insertion of letters other than doubling	8.94
a. Vowels	6.21
b. Consonants	2.73
3. Inversions	2.29
a. Adjacent letters	2.15
b. Letters adjacent but one....	.14
4. Doubling	18.87
a. Double for single.....	4.46
(1) Vowels39
(2) Consonants	4.07

(Continued on page 31)

¹ For a brief account of the method used in selecting these 268 common difficult words see: Masters, Harry V., "A Study of Errors in Common Difficult Words: An Investigation to Determine the Types and Causes of Spelling Errors," *Elementary English Review IV* (April, 1927), pp. 113-116.

EDITORIAL

Struggle as a Factor

ONE does not learn merely by doing; to every one experience is not the best teacher. Whether or not one learns much, or little, or nothing, depends upon the conditions that aggravate him at his task. It is the situation with which one contends—not the experience—that makes the best teacher. Struggle is the key-note to development in the mental world as well as in the physical. Consciousness of the need to struggle, intelligent use of one's resources in overcoming obstacles, and a firm control over the trend of on-sweeping events are all factors in the learning process.

The school should be socialized; life in the school should be made attractive to children, but not soft. Schooling should not be made easy; true education comes from jolts and bumps; it is not easy. It has its ups and downs, its ins and outs. The winner obtains mastery in the face of difficulty.

The school that does not make life for the child a contest with difficulties is a poor school. There must not only be struggle, but relentless, tireless struggle. Strife should be the order of the day.

There can be no standing still in life. Natural forces always shove human forces backward if not met by dominant action. Social forces subordinate and humiliate the individual if he does not combat them in the right way. The person who stands ready to co-operate, must also be prepared to take to the field against the aggressor who tramples the rights of others. The timid child in school must be taught that the driver of a car who yields more than an equitable share of the road may be forced into the ditch. He must be taught that a show of courage in life is a protection against would-be trespassers. There must be no shrinking from duty when one's rights are unlawfully invaded.

The objection to much of the socialization in the schools is that due account is not taken of the non-social and anti-social elements

that operate in any system of group life. A large percentage of the group does not respect property rights, and is not moved by a spirit of fair play. Yet this state of affairs is not recognized and dealt with properly for two main reasons—first, a sentimental attitude is taken toward social ideals, and second, an effort is made to avoid struggle in school situations. The sentimental attitude is seen in the teacher who tells Johnny that he must always be co-operative, who keeps constantly before the pupils a social Utopia. No negative forces are recognized by this teacher. The effort to avoid social struggle is equally common. By far the simplest program is the one that smooths out difficulties on the basis of sentimentality. Injustices may occur or be practiced within the group, but the sufferers are not allowed to protest, or to protect themselves. Certainly in the most instances those who do suffer social injustice or injuries are not *taught* how to get satisfaction, or how to stop imposition.

The proper treatment of social problems in the school is only one of the many opportunities that are open to the teacher to give *struggle* a place in the teaching program. To give pupils a clear understanding of their needs is another great opportunity. The pupils should be taught to struggle in the right way against their most damaging weaknesses, the weaknesses that handicap them most in earning a livelihood and in associating most effectively with other persons. It is here that objective tests may be utilized to advantage. Many children fail to struggle vigorously with difficulties because of the unreality and lack of convincing situations in school life. There is so much artificiality and so much mere theory in school procedures that real needs are not definitely recognized.

Much has been said in recent years about purposing. The problem has been to know positively that the child's purposing is sin-

(Continued on page 31)

REVIEWS AND ABSTRACTS

THE BREED-FRENCH SPELLER—By Frederick S. Breed and William C. French. Chicago, Lyons and Carnahan, 1927.

Dr. Breed and Mr. French have made an investigation of the child's needs in spelling and the book containing the words, together with an explanation of the problems involved in their selection, should be a welcome aid to any teacher of spelling.

The first major problem which confronted the authors was *the selection of words*. There are two schools of curriculum making, the sociological, which chooses its words from the activities of the adult, and the psychological, which chooses its words from the activities of the child. There are disadvantages in either school, but the words finally selected were chosen from both sources. The vocabulary of the book is 3818 words. These words were selected because of their high frequency in the writing of children and of adults. The Committee on Curriculum Making of the National Society for the Study of Education, supports the authors in their general plan of selecting these words.

The second major problem was *the gradation of words*. It was found that greater economy of learning is promised by placing a word at the level of maturity where the child needs it most in writing. The adjustment of words to childhood interest results in greater efficiency in written composition and spelling. The words suitable only for adults are placed in the eighth grade.

The third major problem was *the presentation of words*. Experiments have shown that the grouping within lessons by phonetic similarity helps the child in the mastery of words. The beneficial effects of such grouping are found in immediate and remote recall. The results of these experiments are applied in this book.

This investigation of the child's needs in spelling is a commendable one. Spelling teachers should avail themselves of this beneficial help in the teaching of their subject.

MARY MATTHEWS

HOW THE INDIANS LIVED. By Frances R. Dearborn. Boston, Ginn and Company, 1927.

This book tells a fascinating story of the life, and work and progress of the Indians, and of their customs.

Many of the tribes lived in scattered villages of wigwams, in log houses, or houses of adobe. Often it was necessary to move from place to place for food. With the tools and weapons he had made from teeth and tusks and other things provided by Nature, the Indian brave roamed over the prairie lands or hunted in the dense forest. He supplied the game

and fish for the family. The Indian woman did much of the hard work; often she tilled the soil and raised corn and squash. Things that contributed to the comfort of the home, she made. She prepared and cooked the food, made the clothes, and took care of the children.

The distinguishing merits of this book are subject-matter, vocabulary, illustrations, and method. The concrete, vivid, and simple manner in which the book is written furnishes an excellent background for succeeding American history and represents an approach to reading through subject-matter of interest to third grade children. Pupils have been provided with material varied in interest and possessing a literary flavor that will develop a taste for good reading.

The vocabulary is gradual enough not to impede progress. The illustrations are artistic, harmonious, and of such a character as will appeal to a child. The book has been divided into convenient lesson units. Emphasis is on comprehension. There is variety in the silent reading exercises, which are closely related to the subject matter.

The writer has fulfilled her aims in selecting and arranging the content of this reader, namely, to train the child to locate the answers to questions, and to organize data and to provide for remembering it.

EMMA NORTHEY

A HANDBOOK OF CHILDREN'S LITERATURE. By Evelyn E. Gardner and Eloise Ramsey. Chicago, Scott, Foresman, 1927.

This volume is precisely what it professes to be: a handbook, a manual of facts, dates, statements, opinions, suggestions as to materials and methods, a guidebook through the pleasant fields to children's literature. It is a book that needed to be done: that it has been done so wisely and understandingly is pure gain.

The book is designed as a study—and reference—book in normal school and teacher's college courses in children's literature. It implies accessibility to a children's library, or failing that, to some collection of specimens of the various species of children's literature. So employed, it should make the work of both students and teachers in such courses simpler, happier, and more educative.

Some of the chapters deal with the different types of children's reading, some with the method of bringing the books and the children together, some with "creative return" (as if the only genuine "return" from readers, children or adults, were not the pleasure and intellectual stimulation of reading!). There is a first-rate chapter on illustrations and illustrators of children's books, there is a compact history of children's books, there are

carefully compiled lists of readings and thought-provoking suggestions for study, and there is finally, a generous section (150 pages) of bibliographies of the types of children's books.

An admirable book: conceived and planned under genuine schoolroom conditions, done with careful scholarship and in pleasant, unobtrusive style.

WALTER BARNES

ITALIAN PEEP SHOW AND OTHER TALES. By Eleanor Farjeon. N. Y., Frederick A. Stokes, 1927.

Bridget, Nan, Chloe and Bridget's Mummy live in a villa high up on a hill overlooking a city of towers, domes, and palaces. They are visiting far off Italy. How different they find things there,—the trees, the houses, the people. The fairies, however, are the same everywhere, if one knows where to look for them.

Eleanor Farjeon, the children's aunt, has come to visit them. She must surely be a special friend of the fairies, for do not they whisper their stories in her ears, so that she may tell less fortunate ones, who cannot hear the fairy voices?

She tells of the White Prince who tries, and tries to enter the palace of the Princess whom no one has ever seen; of the carnival party where all are gay and happy; of Rossaura, who to keep young drank the sawdust milk from the wooden cow; of the actions of the King of Tripoli who sitting on his jewelled throne, heard the wails of hunger from the children of Italy; of Nanina who was filled with fear of monsters, and the puppy, Cacchino, who was very much afraid of a giantess.

These and many other delightful stories are told by Eleanor Farjeon to her little audience.

Eleanor Farjeon takes her readers far away to beautiful Italy, and through the medium of her stories teaches them the joyousness, the gayety, the picturesqueness of Italian life.

The illustrator catches the spirit of the story in

happy fashion. The illustrations are brilliant in color, thus adding to the general make up of the book; but according to my judgment the compositions of some, such as that on page ten, are lacking in good design.

D. E. BOWLBY

THE POOR COUNT'S CHRISTMAS. By Frank R. Stockton. N. Y., Frederick A. Stokes, 1927.

Several years ago there appeared in *St. Nicholas* a beautiful Christmas tale written by a prince of story tellers. It has been retold every year since by mothers and teachers who had read and loved it, many of them in their childhood. This year for the first time it has been published in book form, enhanced by the original illustrations and an attractive binding, so that every child may read it and claim it for his own.

Here are to be found those elements which combine to form a children's Christmas classic. The setting of the story, the characters, and the plot conform to the best standards of Grimm, Andersen, and Dickens. The language of the author, sympathetic and whimsical, is well fitted to his theme, and the story moves forward easily and happily.

The favorite characters of folk lore are presented in a new and yet familiar guise in the personages of the old Count and Countess Cormo, who in their ancestral castle home had been brought to want by their open-handed generosity, at many Christmas seasons, to the children of their village; their deliverers, the huge giant Feldar and his companion, the lovely fairy Tillette; and the miserly ogre living in his dark stronghold with his penurious servant, the queer little Flipkрак. This reappearance of old friends in fresh garments gives the book the charm of intimate comradeship.

Mr. Stockton's gift of fancy has changed the stern moral of forgetful self-sacrifice into an idyll of the Christmastime.

DORA H. PITTS

From *What Katy Did At School*. By Susan Coolidge.



Illustration by Ralph Pallen Coleman

Courtesy Little, Brown

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SHOP TALK

BOOK OWNERSHIP AND BOOKPLATES¹

Charles Joseph Rider

The bookplate as we know it today is a manifestation of unnumbered centuries of love for the records of man's thought.

From the time when the Mesopotamian bibliophile's name was impressed on the covers of earthen jars containing his precious chronicles carved on stone, there have been people who marked their "books" with personal marks. These marks indicating ownership have been used in many forms since before the Pharaohs, and are said to have originated in Japan. With the invention of printing, the modern bookplate came into existence.

Interest in bookplates seems to have run in cycles, or perhaps in succeeding waves. Just now it is very much on the increase. However, the bookplate has had too venerable a history to be correctly termed a fad. Bookplates will continue to give pleasure and to serve their purpose so long as books are made. And nowadays it is not only the aristocrat or the scholar or the wealthy person who boasts a bookplate: lovers of books, old and young, and in all sorts of circumstances, delight in the possession of a distinguishing mark that sets their books apart from all others in the world.

"Every reasonable man, if possessed of more than a few odd volumes should have a bookplate." So says A. Edward Newton. Dr. George Watson Cole goes further. He holds that no *Book* is complete without its bookplate! Assuredly many old books are valuable today entirely because of the bookplates within them. However that may be, one thing is certain: he who greatly desires a bookplate of his own, may nowadays secure it.

There are two first requirements for a bookplate. One is that it shall enhance the book in which it is placed. The other, that it shall designate the owner of that book. Some bookplates do one, some the other. Less frequently, they accomplish both. The ideal bookplate is as beautiful a work of art as the owner can secure, and at the same time it expresses him in some individual fashion that makes it truly his own. Sometimes the individual significance of the design is understood only upon explanation; frequently it may be deciphered by examination; often it is clear at a glance. There is a certain charm in this combination of the personal and the decorative elements.

Many of our foremost artists have expressed themselves in bookplates. In earlier days Holbein and

Durer, more recently Frank Brangwyn, Edwin H. Blashfield, Ralph Pierson, and many others who have distinguished themselves in other fields of art, have designed bookplates.

The trend is away from the formal engraved design, and toward refreshing freedom of expression. The increased interest in bookplates is leading more of the best artists to think about this as a separate art in itself, a mode of expression with its own identity. One has truly to get into the idea of the bookplate, before one is competent to plan a design—however true an artist one may be.

The smallness of size of the bookplate has tempted many who are not artists to attempt designs. Amateur designs may please their owners because of personal associations, but they rarely give pleasure to others. However, in some cases it is fitting and desirable that the bookplate be designed by its owner. This applies especially to children.

Every boy or girl who owns a beloved book, especially if the book was acquired through his or her own efforts—should be encouraged to place within that book a personal bookplate. It is one more step toward that full appreciation of books and reading, that knits them into the fabric of our lives and so enriches its pattern. The child's bookplate should always be simple. If he can be led to work out his own design, after careful discussion and thought about what a bookplate should be, then the bookplate will enhance his books. His having made it himself will give it personality. The design may be worked out as a block-print, so that copies can be made by the owner. Otherwise, an inexpensive plate can be secured and the printing be done commercially at no great cost.

The grown person's bookplate usually bears, besides the name, some such wording as "Ex libris," or "From among the books of." The child's should have a more direct legend, such as "This book belongs to." The design should hover around a favorite story or kind of story, activity, pet, etc. As a child outgrows his bookplate, and even when he becomes the owner of a more finished design that represents his more mature personal interests, the first bookplate should be left in those early books to which it was attached. Thus will certain books be marked as of the childhood years—and doubly dear for the little personal mark within their covers.

¹ Reprinted from The Los Angeles School Journal, Oct. 18, 1926.

WILLIAM BEEBE

(Continued from page 12)

his kindness. He is much sought after socially. Several years ago William Rose Benét in his *Phoenix Nest* column said that he liked to go to Will Beebe's parties better than to those of any other member of New York's literary crowd. There he was sure to find the latest vaudeville success, the youngest star of the legitimate stage, the visiting celebrity from Europe, the most promising young novelist. Anyone who knew of his interest in writers was not surprised to learn from the daily papers, last September, that he had married Miss Elswyth Thane, a young novelist.

Nothing I could find filled the gap between "Born 1877" and "Columbia," so I decided to write directly to Mr. Beebe and ask him a few questions, hardly daring to hope that so busy and important a man would answer. To my surprise and delight, by return mail came his reply, extracts from which I quote. "You ask several question which I answer

with pleasure. I was interested in nature ever since I can remember, and collected what I could, stones, flowers, and insects at first, birds when I was allowed a gun. My mother encouraged it against much opposition, and was rewarded when Prof. Osborne and Col. Roosevelt adopted me.

"I am unalterably opposed to personal advertisement and I do not believe that it will in the long run do more to boys than casually interest them. If a boy has it in him, nothing can stop him, and nothing else is worth anything. I am so sick of the 'My Life' stuff that I am running the risk of being a man of mystery. I write and do my research, and feel that I owe nothing to the public. I never write for people or with the thought that anyone but myself will ever see it."

Do you wonder that people are enthusiastic over this man?

THE ELEMENTARY-NORMAL SCHOOL SECTION

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a. Vowels	25.46	Studies similar to the one here described are necessary preliminary investigations to the problem of improving the teaching of spelling. Such investigations are continually adding to our store of useful knowledge and we can expect still more definite and enlightening work to be done in this field.	
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EDITORIAL

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cere, that at some stage in the development of a project the teacher's purpose becomes the pupil's own. The best evidence of purpose, sincere, genuine purpose, is struggle,—

vigorous, courageous, sustained struggle that has in it the spirit to fight an issue out—the spirit of mastery and domination over difficulties.

THE ELEMENTARY ENGLISH REVIEW

C. C. CERTAIN, EDITOR

4070 Vicksburg Avenue, Detroit, Michigan

THE REVIEW is published as a clearing house for teachers of English in the elementary schools of the United States and for others interested in their problems. Its establishment is a coöperative undertaking.

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*He and Ben Turner, in the gig, pulled up to the
broken Pegasus*

From *The Trade Wind*, by Cornelia Meigs
Illustrated by Henry Pitz

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